**K-5 Math Lesson Plan**

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| **Teacher: Santoro/Muire** | | | **Grade:1** | | | **Date(s)**: Days 1-3 |
| **Unit Title:**  Unit 1: Count to 120 | | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s):** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**  **Two decks of number cards with numbers to 100.** | | | **Counting on** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1 NBT .1** | | | | | |
| **I can Statement(s): I can count from 1 to 120.**  **I can count on from a given number to another given number.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) | | | | | |
| **Teacher Directed: The teacher will model how to play a game to count on from one number to another number less than or equal to 100. The teacher places two decks of number cards face down. Uncover the top number in each pile. Count on from the first number to the second number. Discard the cards and play again.** | | | | | |
| **Guided Practice: Have students take turns modeling in the large group how to play the game.** | | | | | |
| **Independent Practice: Students are put into groups to practice counting on using their number cards.** | | | | | |
| **Closing/Summarizing Strategy:** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
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| **Assessment(s):** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |